

原力英语全能提升训练营

B2 学术写作训练

学术写作篇章分析

篇章分析一

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: **“One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens.”**

GLOWING SHOES

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

“Don’t you guys have somewhere to be?” I quizzed the cats.

“Meeeeeoow!” the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats’ walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building ... SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.

Whew! Glad that’s over! I thought.

I walked upstairs and took my seat in the classroom.

“Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?” Zane whined.

“Oh, sure! We could all use some fresh air right now during class!” Mrs. Miller thoughtfully responded.

“Nooooooooo!” I screamed.

When the teacher opened the windows, the cats pounced into the building.

“It’s a cat attack!” Meisha screamed.

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

“Awww! Look at all the fuzzy kitties! They’re sooo cute! Mrs. Miller, can I pet them?” Cade asked, adorably.

“Why not! Pet whichever one you want!” she answered.

“Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?” he asked the cats. None of them answered. They were all staring at me.

“Uh, hi?” I stammered.

Rrrriiinng! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

“Hey! Look over there!” Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane’s cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn’t I think of this before?

“Hey Cade! Catch!” Cade grabbed the shoes and slipped them on. The cats changed directions and headed for Cade.

“I’m in heaven!” he shrieked.

ANALYSIS

ANALYSIS

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.

ANALYSIS

The writer of this piece

- **organizes an event sequence that unfolds naturally.**

The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.

...Tigger and Max were following me to school. Other cats joined in as well. ...When I reached the school building ... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

ANALYSIS

The writer of this piece

- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn ...*
 - *Whew! Glad that's over! I thought.*
 - *Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*

ANALYSIS

The writer of this piece

- **uses a variety of transitional words and phrases to manage the sequence of events.**

When I started out the door ...As I walked on ...When I reached the school building ...

ANALYSIS

The writer of this piece

- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**

The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

“Awww! Look at all the fuzzy kitties! They’re sooo cute! ...”

ANALYSIS

The writer of this piece

- **provides a conclusion that follows from the narrated experiences or events.**

The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.

- **demonstrates exemplary command of the conventions of standard written English.**

篇章分析二

This essay on **dress codes** was written for a university/college placement assessment. Two different perspectives on an issue (whether or not dress codes should be adopted in school) were provided in the prompt, and students were advised to either support one of the two points of view given or present a different point of view on the issue. The students were allowed 30 minutes to write.

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful. Dress codes would not only create a better learning environment, but would also help prepare students for their futures.

Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate. Short skirts, skimpy tops, and low pants are fine for after school, but not for the classroom. T-shirts with risky images or profanity may be offensive to certain groups. Students should express themselves through art or creative writing, not clothing. With fewer distractions, students can concentrate on getting a good education which can help them later on.

Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church. Likewise, when you dress for work you do not wear the same clothes you wear at the beach. Many professions even require uniforms. Having a dress code in high school will help students adjust to the real world.

Lastly, with all the peer pressure in school, many students worry about fitting in. If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.

In conclusion, there are many important reasons our schools should adopt dress codes. Getting an education is hard enough without being distracted by inappropriate t-shirts or tight pants. Learning to dress for particular occasions prepares us for the real world. And teens have enough pressure already without having to worry about what they are wearing.

ANALYSIS

ANALYSIS

The writer of this piece

- **introduces a precise, knowledgeable claim.**

I believe that it would be beneficial for our schools to adopt dress codes.

ANALYSIS

The writer of this piece

- **establishes the significance of the claim, distinguishing the claim from alternate or opposing claims.**

Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful.

ANALYSIS

The writer of this piece

- **creates an organization that logically sequences claim, counterclaims, reasons, and evidence.**

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue ... Perhaps the most important benefit ... Another benefit ... Lastly ... In conclusion ...

ANALYSIS

The writer of this piece

- **develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both (though the evidence provided is limited by the constraints of an on-demand assessment).**
- *Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate.*
- *Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church.*
- *If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.*

ANALYSIS

The writer of this piece

- **develops the claim in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**

The writer addresses an unknown adult audience likely to appreciate values such as *discipline*, *respect [for] the feelings of others*, and the creation of a better learning environment

ANALYSIS

The writer of this piece

- **uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims.**

Although some may argue ... Perhaps the most important benefit ... With fewer distractions ...

Another benefit ... When ... Likewise ... If a dress code (or even uniforms) were required ...

Lastly ... In conclusion ...

ANALYSIS

The writer of this piece

- **establishes and maintains a formal style and objective tone.**
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

篇章赏析三

The Old Man and the Sea

(A homework assignment for an English class)

THE OLD MAN AND THE SEA

In the book *The Old Man and the Sea*, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago's prize fish is completely devoured by sharks that he returns home to the village scorned and the safety of Manolin's trust. As his suffering and loss compound, we can see that Hemingway's quote "a man can be destroyed" but not defeated offers a key insight into Santiago's life.

As the story begins, we learn that Santiago has gone eighty-four days straight without catching a fish. Young Manolin's parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. Santiago and Manolin are deeply saddened by this news, but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks "maybe today. Every day is a new day" (pg. 32), and prepares to catch the biggest fish of his life. This shows that even though almost all of Santiago's acquaintances feel that his fishing career is over, he sees it about to reach its all time high. Though he knows he is physically older and weaker than most of his fellow fisherman, he refuses to let their opinions and stereotypes destroy his confidence and determination.

As the story progresses, Hemingway presents an even more vivid picture of Santiago refusing to be destroyed by the forces that threaten to defeat him. Even after he accomplishes the difficult task of hooking the giant Marlin, he finds his skiff being dragged by the fish for over two days. Living in the small boat is no easy task for Santiago, and soon injury and suffering seem to take over his entire body. His back is sore from sitting so long against the stiff wood, his face is cut from fishing hooks, his shoulders ache, and his eyes have trouble focusing. Most difficult to endure though is the terrible condition in which he finds his hands. The left one is weakened from a period of being tightly cramped, and both are extremely mutilated from the burn of the moving fishing line. It would have been so much easier for Santiago to simply give

up and release the fish, yet he knows that if he endures a little longer, victory will be his. Even when it seems he has no effort left, Santiago promises himself “I’ll try it again.” (pg. 93) This is Santiago’s real inner determination coming through. He has encountered so many obstacles during the past few days, yet he will not let them defeat his dream of killing the fish. There is no outside force promising a splendid reward if he succeeds, only those that threaten to ridicule him if he is destroyed. Santiago is working solely on his own desire to fulfill his dream and prove to himself that, although his struggles may cost him his life, he can accomplish even the seemingly impossible.

After three long days and nights, Santiago's determination pays off, and at last he manages to catch and kill the Marlin. It is only a very short time that he has to relish in his triumph though, for a few hours later vicious sharks begin to destroy the carcass of the great fish. For hours, Santiago manages to ward them off, but this time it is not he who wins the final battle. Spirits low and pain at an all time high, Santiago returns to the village, towing behind him only the bare skeleton of a treasure that once was. It seems as though Santiago is ready to just curl up and die, and indeed he has reason to

feel this way. Yet as he rests alone and talk with Manolin, we see a hint of Santiago's determination, that has characterized his personality throughout the entire story, begin to shine through. Upon reaching home, he begins to make plans with Manolin about future adventures they will have together. Hemingway tells us that Santiago, in his youth, had loved to watch the majestic lions along his home on a white sand beach in Africa, and he still returns to those dreams when searching for contentment. That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed "dreaming about the lions." (pg. 127) This is perhaps the truest test of how much courage and

determination a person has. If even when they have suffered the biggest defeat of their life, they are able to look to the future and realize the wonderful things they still possess. Though the forces of nature and time destroyed Santiago's prize fish, he refuses to let that fact ruin the rest of his life. No one can take away his love for Manolin or memories of what once was, and because of this, no one can ever truly defeat Santiago.

In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway's quote "a man can be destroyed but not defeated" truly does display the amount of determination that Santiago shows throughout his life.

ANALYSIS

ANALYSIS

The writer of this piece

- **introduces the topic clearly, previewing what is to follow.**

The writer provides a brief summary of the plot in the introduction and then uses a quotation to advance the thesis of the essay and preview what is to follow: *As his suffering and loss compound, we can see that Hemingway's quote "a man can be destroyed but not defeated" offers a key insight into Santiago's life.*

ANALYSIS

The writer of this piece

- **organizes ideas, concepts, and information into broader categories.**

Two key elements of the quotation (destroyed but not defeated) help establish the overall structure of the piece.

The second, third, and fourth paragraphs each recount extended examples of Santiago's struggle and determination (e.g., . . . Santiago has gone eighty-four days straight without catching a fish. Young Manolin's parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. . . . but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks "maybe today. Every day is a new day" . . .).

ANALYSIS

The writer of this piece

- **develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

Concrete details: *... eighty-four days straight without catching a fish. ... [hands] extremely mutilated from the burn of the moving fishing line ... towing behind him only the bare skeleton of a treasure that once was.*

Quotations: *That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed “dreaming about the lions.” (pg. 127)*

Examples: *... injury and suffering ... His back is sore ... his face is cut ... his shoulders ache ...*

ANALYSIS

The writer of this piece

- **uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

As his suffering and loss compound ... As the story progresses ... Even after ... After three long days and nights ... In conclusion, throughout the entire story The Old Man and the Sea ...

ANALYSIS

The writer of this piece

- **uses precise language in inform about or explain the topic.**

... minimal food and water ... acute physical pain ... eighty-four days straight without catching a fish ... only the bare skeleton ...

ANALYSIS

The writer of this piece

- **establishes and maintains a formal style.**

*In the book *The Old Man and the Sea*, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba.*

As the story begins, we learn ... In conclusion ...

ANALYSIS

The writer of this piece

- **provides a concluding section that follows from and supports the information or explanation presented (and returns to the quotation used in the thesis statement).**

*In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway's quote "a man can be destroyed but not defeated" truly does display the amount of determination that Santiago shows throughout his life.*

ANALYSIS

The writer of this piece

- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**